

Alaska



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Fill in <u>all</u> that apply.	
<input type="radio"/> 1	Reading ①   ②   ③   ④   ⑤
<input type="radio"/> 2	
<input type="radio"/> 3	
<input type="radio"/> 4	
<input type="radio"/> 5	
<input type="radio"/> 6	Writing ①   ②   ③   ④   ⑤
<input type="radio"/> 7	
<input type="radio"/> 8	Mathematics ①   ②   ③   ④   ⑤
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# Writing

## Sample A

Choose the words that will make this a complete sentence.

My sister \_\_\_\_\_.

- ☐ A and I
- ☐ B eight years old
- ☐ C is in third grade
- ☐ D writing a letter

## Sample B

There are four mistakes in this paragraph. Let's correct them together.

In the summer, the days are more longer, so there is time to do things I enjoy. I can ride my bike. And go swimming. I can also plays in the park with my friends.



## Directions

A student wrote a paragraph about a school game. There are some mistakes that need correcting.

<sup>1</sup> After school, we checked out the big game. <sup>2</sup> Playing the team from across town. <sup>3</sup> The game lasted for over three hours, but it was exciting the whole time. <sup>4</sup> We won in the final minute!

## Sample C

Choose the best way to write Sentence 2.

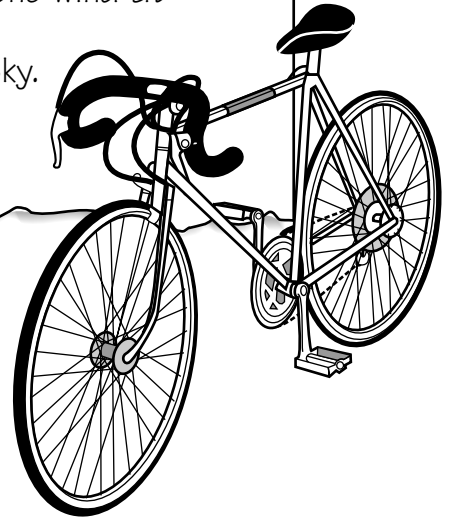
- Ⓐ Our team playing the team from across town.
- Ⓑ Having to play the team from across town.
- Ⓒ Our team was playing the team from across town.
- Ⓓ Best as it is: Playing the team from across town.



## WRITING

- 1** Here is a paragraph about bicycling. There are six mistakes in capitalization, punctuation, and spelling. Draw a line through each mistake and write the correction in the space above it.

Everyone loves riding a bicycle, maybe it is the excitement of seeing new Places. What could be more fun than the sense of adventure as we pedal along our favorite paths. With the wind at our Backs, we feel alot like birds flying high up in the sky.



## WRITING

- 2** Pretend that a talking dog moved into your house. On the lines below and on the next pages, write a story describing what happened. Make sure your story has a beginning, a middle, and an end. You do not have to use all the lines.



For this answer, make sure you use complete sentences and check your work for correct spelling, capitalization, and punctuation.

### ★ Use the Writing Skills Checklist below



- to help you plan your writing
- to check your writing when you are done

#### Writing Skills Checklist

- 1** Does your story have a beginning, a middle, and an end?
- 2** Have you used words that make your story interesting to read?
- 3** Have you spelled words correctly?
- 4** Have you used correct capitalization and punctuation?
- 5** Have you written complete sentences?
- 6** Have you written your story carefully so that anyone can read your writing?

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## WRITING

[illegible]

## WRITING

[illegible]



# Directions

For Numbers 3 through 5, choose the sentence that is written correctly.

3

- ☐ Ⓐ This time my dog.
- ☐ Ⓑ Going for a run.
- ☐ Ⓒ They will have fun.

4

- ☐ Ⓐ Writing a report.
- ☐ Ⓑ The report about cars.
- ☐ Ⓒ After I wrote it.
- ☐ Ⓓ My teacher liked it.

5

- ☐ Ⓐ We went to sleep early.
- ☐ Ⓑ We studying hard at school.
- ☐ Ⓒ We tired at the end of the day.
- ☐ Ⓓ We eaten a good dinner.

6

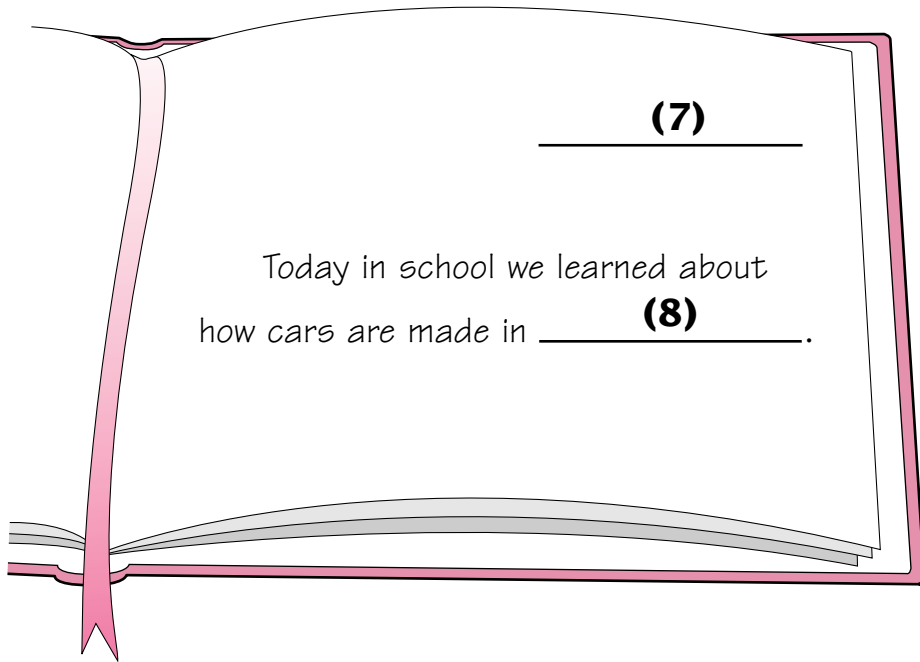
Choose the sentence that has the correct capitalization and punctuation.

- ☐ Ⓐ Did you see the movie.
- ☐ Ⓑ the movie was exciting.
- ☐ Ⓒ It had a happy ending.



# Directions

Here is a page from Tom's journal. For Numbers 7 and 8, choose the answer that uses the correct capitalization and punctuation for each missing part.



- 7**
- ☐ Ⓐ Monday, april 17
  - ☐ Ⓑ Monday April 17
  - ☐ Ⓒ monday april 17
  - ☐ Ⓓ Monday, April 17

- 8**
- ☐ Ⓐ Detroit Michigan
  - ☐ Ⓑ Detroit, michigan
  - ☐ Ⓒ Detroit, Michigan
  - ☐ Ⓓ Detroit michigan

- 9** Here is another thing Tom wrote in his journal. Choose the words that will complete the sentence.

Our classroom \_\_\_\_\_.

- ☐ Ⓐ lots of students
- ☐ Ⓑ and the building
- ☐ Ⓒ is full of books
- ☐ Ⓓ a place to learn

# Directions

For Numbers 10 and 11, choose the words that will complete the sentence.

**10** \_\_\_\_\_ sounded interesting.

- ☐ Ⓐ About the class
- ☐ Ⓑ Told by my teacher
- ☐ Ⓒ In school
- ☐ Ⓓ That mystery book

**11** My dad's favorite sport \_\_\_\_\_.

- ☐ Ⓐ is baseball
- ☐ Ⓑ and football
- ☐ Ⓒ lots of practice
- ☐ Ⓓ watches on Sunday



# Directions

For a class project, a student wrote a report about hummingbirds. Here is part of the report. There are some mistakes that need correcting.

<sup>1</sup> Hummingbirds are small, colorful birds. <sup>2</sup> They is fast flyers. <sup>3</sup> They can dive at 45 miles an hour, grab insects for food as they go. <sup>4</sup> Sometimes they even fly backward or upside down!



## 12 Choose the best way to write Sentence 2.

- Ⓐ They are fast flyers.
- Ⓑ They were fast flyers.
- Ⓒ They had been fast flyers.
- Ⓓ Best as it is: They is fast flyers.

## 13 Choose the best way to write Sentence 3.

- Ⓐ They can dive at 45 miles an hour grab insects for food as they go.
- Ⓑ They can dive at 45 miles an hour? Grab insects for food as they go.
- Ⓒ They can dive at 45 miles an hour, and grab insects for food as they go.
- Ⓓ Best as it is: They can dive at 45 miles an hour, grab insects for food as they go.

**14** Choose the sentence that has all the words spelled correctly.

- Ⓐ We hour helping mom make snacks.
- Ⓑ Are mom makes the best cookies.
- Ⓒ The cookies take about one hour to make.
- Ⓓ I hope that you our going to like the cookies.

**15** Choose the sentence that has the correct capitalization and punctuation.

- Ⓐ We went to visit the state capitol building in Juneau, Alaska.
- Ⓑ point Barrow is the northernmost point in Alaska.
- Ⓒ The capital of the United States is washington, D.C.
- Ⓓ Mt. McKinley is the highest mountain peak in the United states.

**16** Here is a sentence from a story.

The coach cried "Throw!" and Janet let go of the ball.

The exclamation mark in this sentence most likely tells you that

- Ⓐ the coach is speaking loudly
- Ⓑ Janet is throwing the ball
- Ⓒ the coach is waiting
- Ⓓ Janet is excited

**17** Choose the sentence that best combines these two sentences into one.

I dreamed about a big cat.

The cat was running in a field.

- Ⓐ I dreamed about a cat was running in a big field.
- Ⓑ I dreamed about a big cat that was running in a field.
- Ⓒ I dreamed about a cat was running in a field and it was big.
- Ⓓ I dreamed about a big cat the cat running in a field that was big.

## WRITING

18

**For this answer, make sure you use complete sentences and check your work for correct spelling, capitalization, and punctuation.**

[illegible]

# WRITING

## SCORING GUIDE

### KEY FOR MULTIPLE-CHOICE ITEMS:

Sample A. C

Sample C. C

3. C

4. D

5. A

6. C

7. D

8. C

9. C

10. D

11. A

12. A

13. C

14. C

15. A

16. A

17. B

## WRITING SCORING GUIDE

### CONSTRUCTED-RESPONSE QUESTIONS:

#### Sample B

#### Exemplary Response:

In the summer, the days are ~~more~~ longer, so there is time to do things I enjoy. I can ride  
bike and play  
my ~~bike~~. And go swimming. I can also ~~plays~~ in the park with my friends.

#### Score Points: 4 points possible

- 1 point for changing more longer to longer [grammar]
- 1 point for changing bike. to bike [punctuation]
- 1 point for changing And to and [capitalization]
- 1 point for changing plays to play [grammar]

#### Item 1

#### Exemplary Response:

Here is a paragraph about bicycling. There are six mistakes in capitalization, punctuation, and spelling. Draw a line through each mistake and write the correction in the space above it.

bicycle. Maybe places  
Everyone loves riding a ~~bicycle~~, ~~maybe~~ it is the excitement of seeing new ~~Places~~. What  
paths?  
could be more fun than the sense of adventure as we pedal along our favorite ~~paths~~. With  
backs a lot  
the wind at our ~~Backs~~, we feel ~~alot~~ like birds flying high up in the sky.

#### Score Points: 6 points possible

- 1 point for changing bicycle. to bicycle. [punctuation]
- 1 point for changing maybe to Maybe [capitalization]
- 1 point for changing Places to places [capitalization]
- 1 point for changing paths. to paths? [punctuation]
- 1 point for changing Backs to backs [capitalization]
- 1 point for changing alot to a lot [spelling]



# WRITING

## SCORING GUIDE

### Item 2

Pretend that a talking dog moved into your house. On the lines below and on the next pages, write a story describing what happened. Make sure your story has a beginning, a middle, and an end. You do not have to use all the lines.

For this answer, make sure you use complete sentences and check your work for correct spelling, capitalization, and punctuation.

### Rubric

**Score Points:** 6 points possible

#### 6 points

##### ***Ideas and Content***

- ideas are fresh, original, and/or insightful
- ideas are based on the writer's knowledge and/or experience
- details are relevant, telling, and contribute to the whole
- content goes beyond the obvious or predictable
- topic makes a point or tells a story

##### ***Organization***

- sequencing of ideas and details is logical and effective
- introduction is inviting—draws in the reader
- conclusion is satisfying—leaves reader with a sense of resolution
- transitions are thoughtful; clearly show how ideas connect
- organization flows smoothly, seems effortless

##### ***Voice***

- language is highly individual
- reader senses the person behind the words; feels an interaction with the writer
- tone gives the writing flavor, adds interest
- language is appropriate for purpose and audience
- narrative writing seems honest, appealing, heartfelt

- expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more

##### ***Word Choice***

- words are specific, accurate, striking
- language is natural, not overdone
- verbs are lively
- nouns and modifiers are precise
- clichés and jargon are used sparingly and only for effect

##### ***Sentence Fluency***

- sentence construction makes meaning clear
- sentences are purposeful and build upon each other
- the writing has cadence; the writer has thought about sound as well as meaning
- sentences vary in length and structure
- fragments are used only for style or effect
- dialogue, if used, sounds natural

##### ***Conventions***

- paragraphing reinforces the organizational structure
- grammar and usage are correct (few, if any, errors) and contribute to clarity and style
- punctuation is accurate (few, if any, errors) and guides the reader through the text
- spelling is generally correct, even of more difficult words
- the writer may manipulate conventions for stylistic effect

# WRITING

## SCORING GUIDE

### 5 points

#### ***Ideas and Content***

- ideas are based on the writer's knowledge and/or experience
- details are relevant, telling, and contribute to the whole
- topic makes a point or tells a story
- some ideas are fresh and original

#### ***Organization***

- sequencing of ideas and details is logical and effective
- introduction is inviting—draws in the reader
- conclusion is satisfying—leaves reader with a sense of resolution
- transitions are thoughtful; clearly show how ideas connect
- organization usually flows smoothly

#### ***Voice***

- reader senses the person behind the words
- there are occasional moments that surprise, amuse, or move the reader
- tone gives the writing flavor, adds interest
- language is appropriate for purpose and audience
- narrative writing seems honest, appealing, heartfelt
- expository or persuasive writing reflects a strong commitment to the topic

#### ***Word Choice***

- words are specific and accurate
- lively verbs and picturesque words and phrases are occasionally used
- language is natural, not overdone
- verbs are lively
- nouns and modifiers are precise
- clichés and jargon are used sparingly and only for effect

#### ***Sentence Fluency***

- sentence construction makes meaning clear
- sentences are purposeful and build upon each other
- sentences vary in length and structure
- fragments are used only for style or effect
- dialogue, if used, sounds natural

#### ***Conventions***

- paragraphing reinforces the organizational structure
- grammar and usage are correct (few, if any, errors) and contribute to clarity and style
- punctuation is accurate (few, if any, errors)
- spelling is generally correct, even of more difficult words

## WRITING

### SCORING GUIDE

#### 4 points

##### ***Ideas and Content***

- topic and direction are evident, but more information is needed to “fill in the blanks”
- ideas draw on knowledge and/or experience but may not move beyond general observations to specifics
- details are reasonably clear but may not be detailed, personalized, or expanded
- supporting details are present but may not “flesh out” the main point or story line
- original ideas may be blended with ones that are more obvious or predictable

##### ***Organization***

- sequencing is usually logical but may be predictable or distracting
- introduction is recognizable but may not create a strong sense of anticipation
- conclusion is recognizable but may not tie up all loose ends
- transitions often work well but some connections between ideas may be unclear
- pacing is fairly well controlled but there may be some lapses (e.g., moving ahead too quickly or spending too much time on less important details)
- organization mostly supports the main point or story line, with occasional lapses

##### ***Voice***

- writing communicates in an earnest, pleasing manner
- voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language
- writing hides as much of the writer as it reveals

- writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities

##### ***Word Choice***

- words are mostly correct and adequate but may lack flair and color
- familiar words and phrases communicate
- attempts at colorful language are made but some may be overdone
- clichés and jargon may be used occasionally in place of fresh language

##### ***Sentence Fluency***

- sentences are grammatical and hang together
- some variation in sentence length and structure; sentence beginnings are not all alike
- some transitions between sentences are missing or hidden
- parts may be stiff, awkward, choppy, or gangly
- dialogue, if used, sounds stiff at times

##### ***Conventions***

- paragraphing is attempted but some paragraphs run together or begin in the wrong place
- problems with grammar or usage are not serious enough to impede or distort meaning
- terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect
- spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication

# WRITING

## SCORING GUIDE

### 3 points

#### ***Ideas and Content***

- topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic
- ideas may not draw on knowledge and/or experience; may be general observations
- details are reasonably clear but may not be detailed, personalized, or expanded
- supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it
- original ideas are rare or absent

#### ***Organization***

- sequencing is usually logical but there may be lapses or digressions
- there may be an attempt to write an introduction or conclusion but it may not be clearly recognizable as such; a conclusion, in particular, may be absent
- transitions may be attempted but not work well; connections between ideas may be unclear
- there are frequent lapses in pacing
- there is an attempt at organization but it may depart from supporting the main point or story line

#### ***Voice***

- writing communicates but without much style or interest
- writing hides the writer; the reader has little or no sense of the writer behind the words
- writer shows some awareness of audience and/or purpose but is inconsistent
- writer speaks in a monotone

#### ***Word Choice***

- words are mostly correct and adequate with some lapses
- familiar words and phrases communicate with some lapses
- attempts at colorful language are rare or absent
- clichés and jargon may be used as a crutch

#### ***Sentence Fluency***

- sentences are usually grammatical and hang together with some lapses
- little variation in sentence length and structure; most sentence beginnings are alike
- many transitions between sentences are missing or hidden
- fragments may be present
- dialogue, if used, sounds stiff and unnatural

#### ***Conventions***

- paragraphing is attempted but many paragraphs run together or begin in the wrong place
- problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall
- terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect, and errors may impede or distort meaning in some instances
- spelling errors may impede or distort meaning in some instances but not overall

# WRITING

## SCORING GUIDE

### 2 points

#### ***Ideas and Content***

- topic and direction are not evident; the writer has not defined the topic in a meaningful, personal way
- information is very limited or unclear
- text may be repetitious or read like a collection of disconnected, random thoughts
- the writer does not distinguish the main ideas or critical points from the supporting details or less critical points

#### ***Organization***

- sequencing needs work
- there is no real lead or introduction to set up what follows
- conclusion is missing or does not wrap things up
- transitions seldom work well, with many connections between ideas unclear
- pacing feels awkward; the writer slows to a crawl when the reader wants to move on, and vice versa
- problems with organization make it hard for the reader to get a grip on the main point or story line

#### ***Voice***

- it is hard to sense the writer behind the words
- the writer does not seem to reach out to an audience or to anticipate the reader's interests or questions
- writing may communicate on a functional level but does not move or involve the reader
- writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader

#### ***Word Choice***

- language is so vague and general that only the most general message comes through (e.g., It was a fun time. We did lots of neat stuff.)
- persistent redundancy distracts the reader
- words are often used incorrectly, making the message hard to decipher
- clichés and jargon frequently serve as a crutch
- problems with language leave the reader wondering what the writer is trying to say

#### ***Sentence Fluency***

- sentences are choppy, incomplete, rambling, or awkward; there may be many fragments
- phrasing does not sound natural; the reader must sometimes reread to get the meaning
- many sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern
- transitions between sentences are missing or hidden, or endless connectives create a massive jumble of language in which clear beginnings and endings are lost

#### ***Conventions***

- paragraphing is missing, irregular, or so frequent (e.g., every sentence) that it has no relationship to the organizational structure of the text
- errors in grammar or usage are very noticeable and may affect meaning
- punctuation is often missing or incorrect
- spelling errors are frequent, even of common words
- the reader must read once to decode, then again for meaning

# WRITING

## SCORING GUIDE

### 1 point

#### ***Ideas and Content***

- topic and direction are missing
- information is very limited or unclear
- text may be repetitious, or may read like a collection of disconnected, random thoughts

#### ***Organization***

- sequencing is absent
- there is no introduction or conclusion
- transitions are absent
- organization is absent; writing may be a brief list

#### ***Voice***

- the writer seems unaware of an audience or reader; writing seems “painful” to the writer
- writing may not communicate on a functional level
- writer seems uncomfortable with the topic

#### ***Word Choice***

- language is so vague, inaccurate, and/or general that even the most general message does not come through
- words are frequently used incorrectly, making the message hard to decipher
- problems with language leave the reader unable to understand what the writer is trying to say most of the time

#### ***Sentence Fluency***

- sentences are choppy, incomplete, rambling, or awkward; there may be many fragments
- the reader must frequently pause or reread
- sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern

#### ***Conventions***

- paragraphing is missing, irregular, or so frequent that it has no relationship to the organizational structure of the text
- errors in grammar or usage are frequent and impede meaning
- punctuation is often missing or incorrect
- spelling errors are frequent and impede meaning
- the reader may be unable to decode the writing

## WRITING

### SCORING GUIDE

#### Item 18

Many people have a favorite season or time of year. Think about your favorite season, and why it is your favorite. On the lines below, write a paragraph. Describe your favorite season and explain why it is your favorite.

For this answer, make sure you use complete sentences and check your work for correct spelling, capitalization, and punctuation. You do not have to use all the lines.

#### Rubric

**Score Points:** 4 points possible

##### 4 points

- the writer defines and stays on topic
- supporting details are relevant, develop the topic, and provide important information
- ideas and/or details are explicitly connected to the topic
- topic is developed in a logical, organized, sequential way
- words are accurate, specific, and appropriate for the purpose and audience
- colorful or figurative language may be attempted
- there is a variety of sentence structures
- sentences are purposeful, with clear transitions
- sentence structures are correct (few, if any, errors)
- grammar and usage are correct (few, if any, errors)
- punctuation and capitalization are correct (few, if any, errors)
- spelling is generally correct, even on more difficult words (few, if any, errors)

##### 3 points

- writer defines and stays on topic but does not fully develop it
- supporting details are relevant but may be limited, overly general, or less important; main idea may not be clearly delineated from the details
- writer attempts to develop the topic in a logical, organized, sequential way but may falter
- ideas and/or details are connected with the topic implicitly rather than explicitly
- words are mostly accurate, specific, and appropriate for the purpose and audience
- sentence structures are simple but accurate
- there may be an attempt to vary sentence structures
- transitions between some sentences may be missing or unclear
- grammar and usage are mostly correct and errors do not impede meaning
- punctuation and capitalization are mostly correct and errors do not impede meaning
- spelling errors are limited to more difficult words and do not impede meaning

## WRITING

### SCORING GUIDE

#### 2 points

- topic may be defined but not developed, or writing may be a collection of ideas from which no central topic emerges, or topic may be defined, but writer digresses from it
- supporting details are minimal or many are irrelevant
- main idea is not clearly delineated from the details
- writer does not attempt to develop the topic in a logical, organized, sequential way; writing may be a list rather than a developed paragraph
- ideas and/or details are not connected with the topic, even implicitly
- some words are not accurate, specific, or appropriate for the purpose and audience
- sentences may be choppy or repetitive; there may be some sentence fragments
- there is no attempt to vary sentence structures
- transitions between sentences are missing or unclear
- errors in grammar and usage may impede meaning in some instances
- errors in punctuation and capitalization may impede meaning in some instances
- spelling errors in common words may be present and may impede meaning in some instances

#### 1 point

- topic, idea, or story line is not defined
- supporting details are absent or irrelevant
- there is no evidence of organization; writing may be a brief list
- many words are not accurate, specific, or appropriate for the purpose and audience
- sentences are simple, repetitive; there may be many fragments
- errors in grammar and usage may severely impede meaning
- errors in punctuation and capitalization may severely impede meaning
- spelling errors are numerous and may severely impede meaning

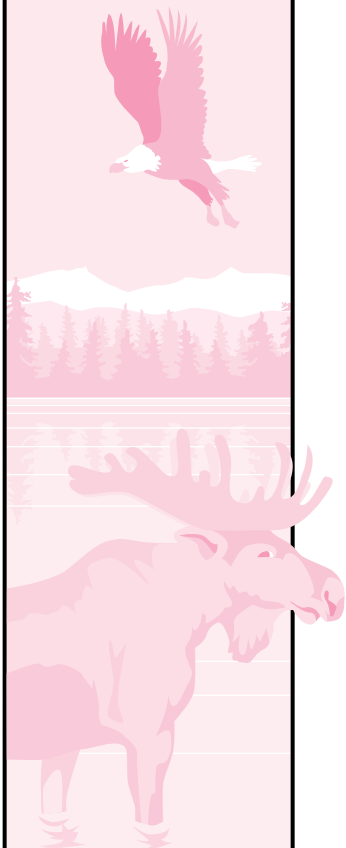




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Alaska Department  
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**Alaska**

**Comprehensive System of Student Assessment**

# **Benchmark 1**

## Writing Practice Test